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AUTHOR Holmes, Helen D.
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ABSTRACT

Instructions are provided for constructing a learning center on littering. Activity sheets (focusing on words, spelling, story order, and art) which may be duplicated for use with the center and lists of resource materials are also provided. These materials include resources for teachers, a list of litter/ecology books for students, and a list of ecology/litter films with appropriate grade level(s) indicated. An integral part of the center is the book "Don't Be a Quitter - Pick Up Litter" (grade 1.4 reading level). This book may be read by students either independently or with teacher guidance. Suggestions for the latter are provided, including key vocabulary words to be taught, examples of discussion questions related to specific pages in the book, and activities to be completed after the reading. (JN)

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DON'T BE A QUITTER

PICK UP LITTER

An Environmental Message for Girls and Boys

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ARKANSAS DEPARTMENT OF EDUCATION

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DON'T BE A QUITTER
PICK UP LITTER

AN ENVIRONMENTAL MESSAGE FOR

GIRLS AND BOYS

ARKANSAS DEPARTMENT OF EDUCATION

Don R. Roberts, Director

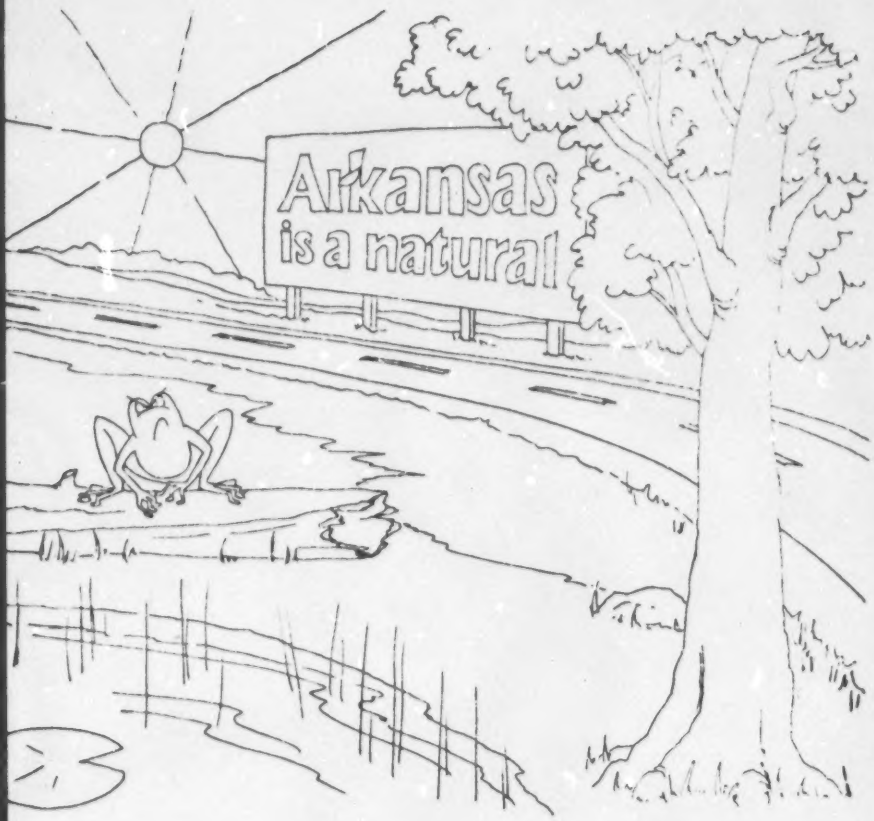
Sherman Peterson, Associate Director
Instructional Services

writer
Helen D. Holmes, Coordinator
Economic, Energy, Environmental and
Conservation Education

consultant
William L. Fulton, Specialist
Environmental Education

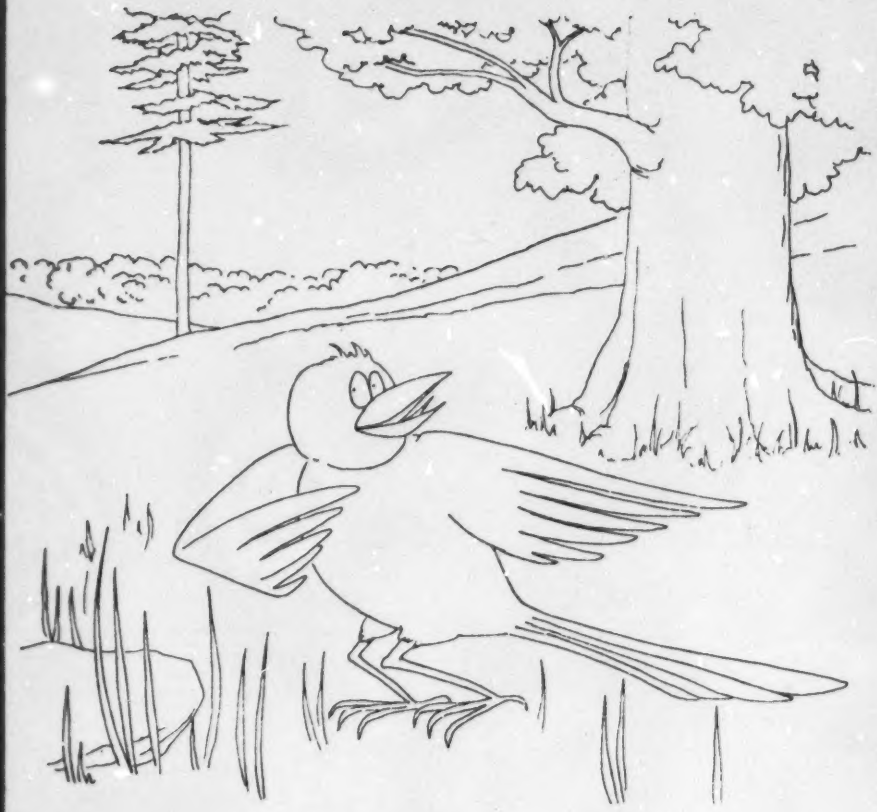
illustrated by
Melissa Smith, Artist
Arkansas Department of Parks and Tourism

Little Rock
1980



LOOK AT THIS NICE PARK. DO YOU SEE THE FROG BY THE LOG? THE FROG IS NAMED GRUMPY.

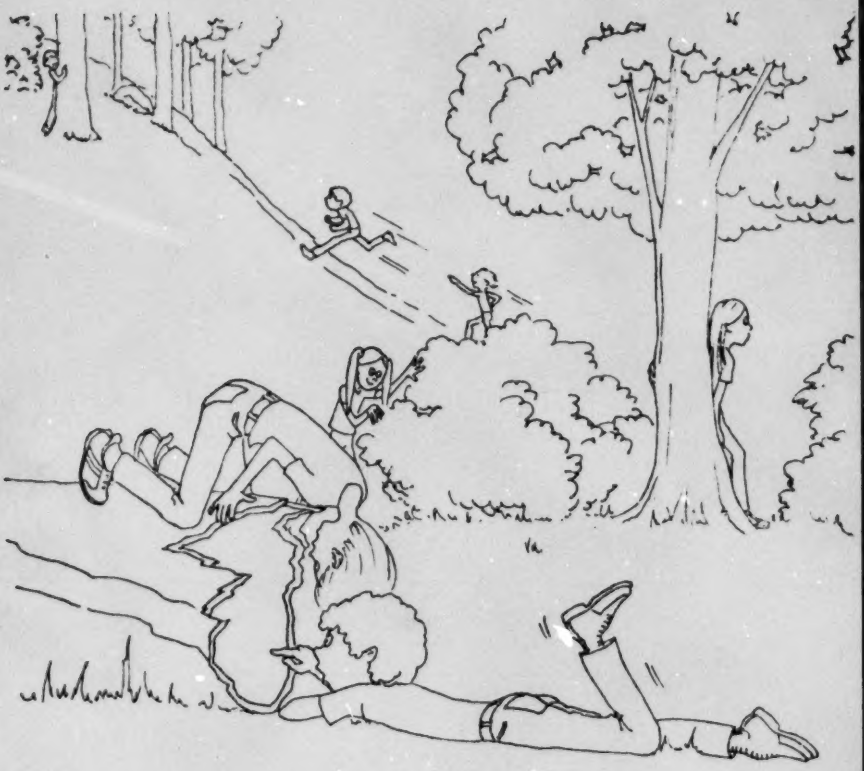
A RABBIT LIVES HERE TOO. SAY HELLO TO FUNNY BUNNY.



THIS BIRD HOPS ON THE GROUND. SOMETIMES HE FLIES AROUND. ALWAYS HE TALKS A LOT. HIS NAME IS YAKITY.

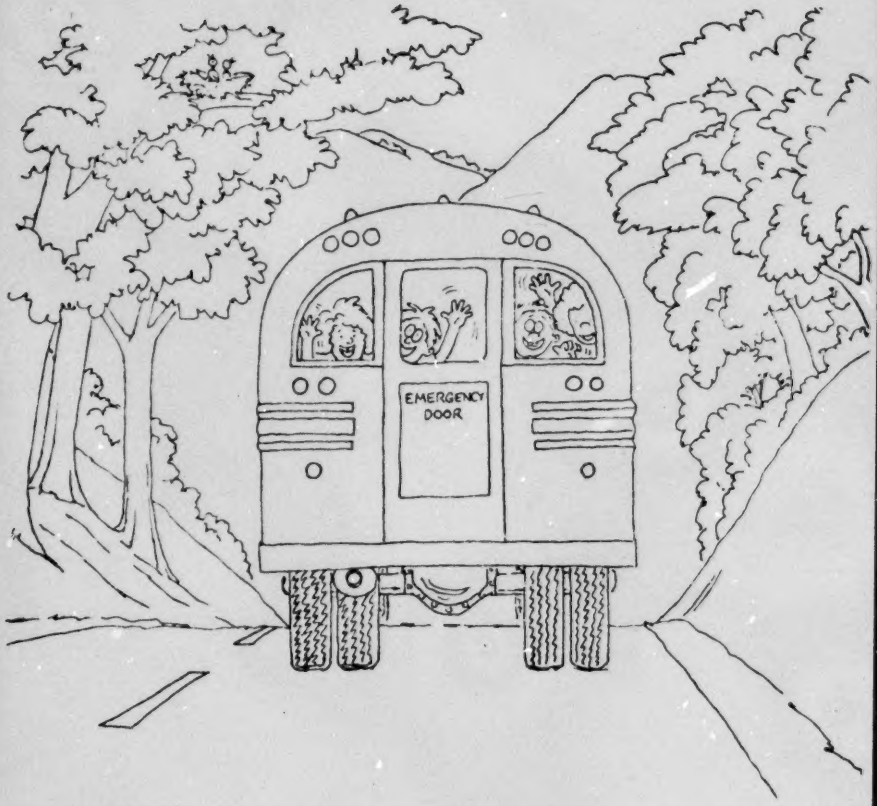
-3-

HERE COMES A YELLOW BUS. WHAT KIND OF BUS IS IT?



THE BOYS AND GIRLS HAVE FUN IN THE PARK. THEY LOOK FOR ANIMALS. THEY RUN AND SHOUT AND PLAY.

THE CHILDREN LIKE TO EAT LUNCH IN THE PARK. SOME OF THEM LEAVE THINGS ON THE GROUND.



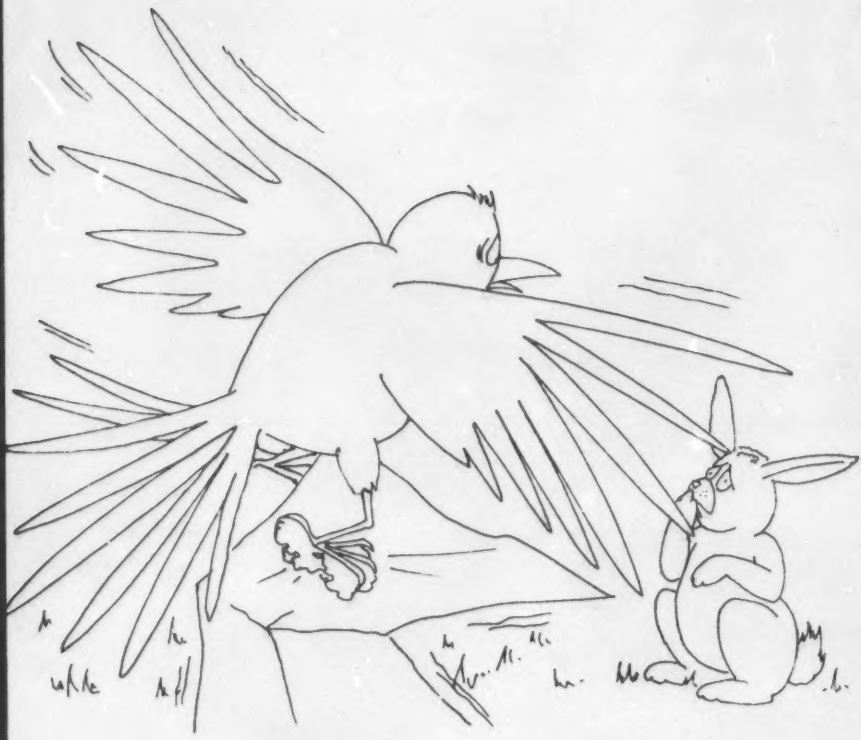
IT IS TIME TO GO BACK TO SCHOOL.

GOODBYE, NICE PARK.

AFTER ALL THE CHILDREN HAVE GONE,
THE ANIMALS PEEK OUT OF THEIR HOMES.
YAKITY FLIES DOWN TO LOOK FOR FOOD.

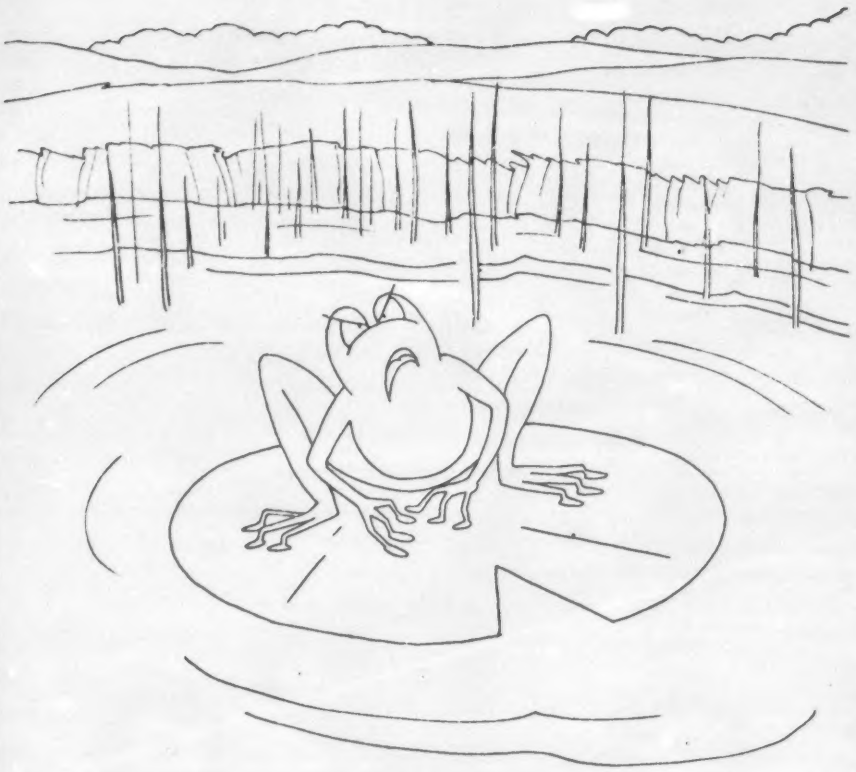
S Q U A W K ! ! !

"My foot is stuck!" cried Yakity.



"HELP ME! HELP ME, FUNNY BUNNY!" SHOUTS YAKITY. "I AM STUCK TO THIS PAPER."

"It is gum, Yakity," said Funny Bunny. "I can't get it off. Ask Grumpy to help you."



"DON'T PUT THAT GUM AND PAPER IN MY POND! YOU ARE AS BAD AS THOSE BOYS AND GIRLS. WHAT A MESS! GRUMP, GRUMP, GRUMP."

YAKITY IS VERY SAD. HE FLIES TO FIND FRANCIS THE OWL. "OWLS ARE WISE. FRANCIS WILL HELP ME," SAID YAKITY.

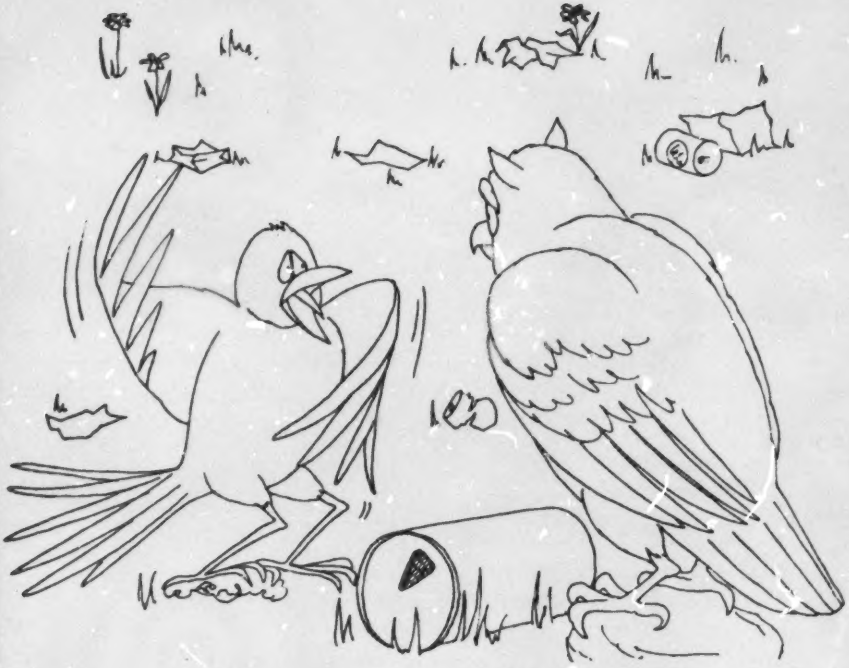
-13-

"PLEASE HELP," SAID YAKITY.

"THE GUM WILL NOT COME OFF FOR A LONG TIME," SAID FRANCIS.

"LOOK AT THE PAPER AND CANS THAT THE CHILDREN LEFT," SAID FRANCIS.

"THIS IS CALLED LITTER. IT IS VERY BAD TO LITTER."



"I THOUGHT BOYS AND GIRLS LIKED ME. NOW THEY MAKE A MESS IN MY PARK. OH ME, OH MY! TWITTER, TWITTER!" SAID YAKITY.

FRANCIS SAID, "BOYS AND GIRLS SHOULD BE PROUD OF THEIR PARKS AND TOWNS AND PLAYGROUNDS. NO ONE CAN BE PROUD OF LITTER."

IF YOU FEEL PROUD
YELL OUT LOUD --
"I AM NOT A QUITTER,
I WILL PICK UP LITTER!"

In keeping with guidelines on Title IV, Section 601, Civil Rights Act of 1964; Title IX, Section 901, Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, the Arkansas Department of Education assures that no person in the United States shall, on the basis of race, color, national origin, sex, or handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

ENVIRONMENTAL EDUCATION BASIC READER

"Don't Be A Quitter: Pick Up Litter"

Reading Level 1.4

To the Teacher:

The following suggestions are ideas for using the environmental readers in a learning center where the students work independently.

The teaching notes included in this packet present suggestions for guided reading with a small reading group. After guided reading, the books could be placed in a learning center with activities to do which reinforce reading, spelling, writing and creative art.

For able, independent readers, center activities could include the direction that students should read the "litter" book by themselves and then do the other activities.

The teaching notes suggest follow-up activities for the class, the school and the community. The teacher may want to read the book ("Don't Be A Quitter: Pick Up Litter") aloud to the entire class before doing follow-up.

* * * * * * * * * * * * *

Preparing the learning center:

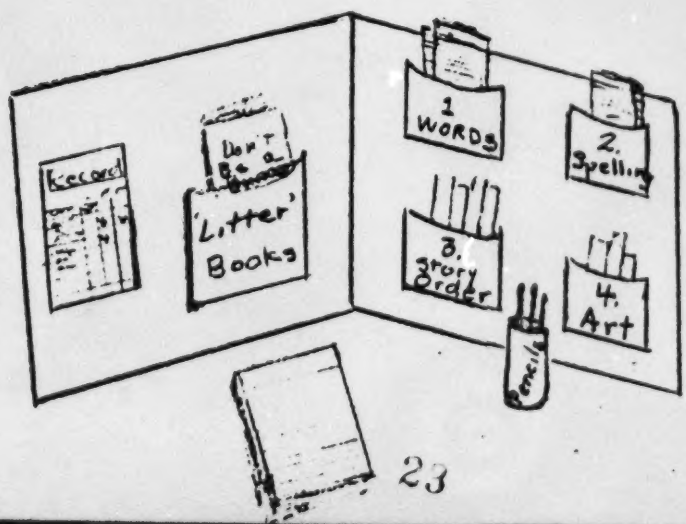
1. Cut two sides from a large corrugated cardboard box. Stand this on a table, a desk or in a corner on the floor.

2. Glue or staple pockets of cardboard or large envelopes to the box (as shown below).

3. Decide on the method to prepare the activities:

   a. Run ditto pages from the activity sheets included here and place them in the pocket-envelopes, or

   b. Glue the directions and the activity to cardboard for strength and laminate so it will last. Place the laminated cards in the pocket-envelopes.



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Activities #3 and #4 (story order and art) should be cut apart as directed on the sheets.

4. Prepare the record sheet with names of the children who are to do the center activities, arranged in alphabetical order. Add other activities such as creative writing if desired. Glue the record sheet to the box; place gummed stars in the center for children to keep their own records as directed.

5. Place writing paper, pencils in the center.

6. Explain the center to the children:

   a. Who can go to the center; how many may be there at a time.

   b. When they may use the center.

   c. Where to place finished work.

   d. What to do with work if not finished and time is called.

   e. Rewards for good work (if any)--extra stars, time to do a puzzle, etc.

From: Helen D. Holmes, Coordinator
Economic, Energy, Environmental
and Conservation Education

Arkansas Department of Education

Special thanks to:

Judy Benjamin-Screeton
Right to Read, Project Supervisor

"DON'T BE A QUITTER: PICK UP LITTER"

Notes to Teachers

Preparing to read:

1. Present (or review) vocabulary: (to be taught as language experience)

quitter	lunch	owl
litter	leave	left
Grumpy	peek	thought
flies	squawk	twitter
always	stuck	proud
Yakity	pond	yell
animals	mess	loud
children	Francis	shouts

2. Discuss the sign on page 1 "Arkansas is a Natural." This is a slogan used by the Arkansas Department of Parks and Tourism. What do you think it means? (To be natural is to appreciate something as it is in nature--without man-made additions of buildings, lights, etc. We like to see nature as it appears without being spoiled by people cutting down trees, picking flowers, carving into trees, making streams full of pollution, dropping trash which we call litter.)

3. Guided reading: Examples of possible discussion -

   1.) Page 3: The bird is called Yakity and it is a mocking bird (Arkansas' state bird). Is this a good name for a mocking bird? Why? Do they talk a lot?

   2.) Page 4: Is Grumpy looking at the bus? How can you tell? What kind of bus? (a big school bus) What color is a school bus usually? (yellow)

   3.) Page 5: Will animals come out when the children shout? Why or why not? (If they are wild they will be afraid.)

   4.) Page 12: Why is Grumpy feeling grumpy? Does a frog make a sound like "grump"? Tell how a frog sounds.

   5.) Page 13: In many stories the owl is the wise one. Owls are really not smarter than other birds but people have used them as a <u>symbol</u> of being smart. Can you think of any stories or pictures or things you've seen where owls are shown as the smart ones? (graduation cards with mortar board hats on owls, fables, songs)

   6.) Page 17: What do we mean when we say someone should be proud? Do you feel proud when you do some chores for your mother and help her? When are other times you feel proud?

After reading:

1. Ask the children how they can help Yakity make Arkansas a cleaner state; some possible answers:

   a. Pick up litter and put in trash cans.
   b. Ask Mom and Dad not to throw litter on the ground at picnics or out of the car window.
   c. Help parents or neighbors clean up their yards--help keep them clean.
   d. Remind others not to throw trash where it doesn't belong; look for trash cans in the park and use them.
   e. Form a club to fight litter:

      * to get more trash cans out for people to use;

      * get workers to dump the cans when full;

      * ask for centers where people can take newspapers and aluminum cans to be recycled.

2. Visit the city dump and observe how a landfill works. Discuss why dirt is put over the trash (It rots and becomes part of the soil unless it is plastic, glass, metal or other nonbiodegradable material).

3. Have a speaker (someone interested in saving our environment) talk about things that can be used again (recycled) and how to collect them. Ask the speaker to explain about *renewable and *nonrenewable resources or present this vocabulary before the speaker comes.

   *Some examples of renewable and nonrenewable resources:

Renewable	Nonrenewable
plants	oil
wood	natural gas
water	coal
paper (if recycled)	plastic
metal (if recycled)	glass (unless reused)

4. Use show and tell time to talk about observations children make of their environment--how natural is it? How clean? their favorite spot and why, the place they do not like to be in and why.

5. Read the poem "Sarah Cynthia Sylvia Stout" to the class; discuss it for rhyming words, for ideas and pictures it gives about litter.
(page 6)

EVALUATION OF ENVIRONMENTAL READER

"DON'T BE A QUITTER: PICK UP LITTER"

Teacher's Name (optional):_____Grade Level:_____

School:_____Address:_____

1. Were the reading books helpful in reinforcing your basic reading program?
   ____YES ____NO

2. How were the books used? ___In a learning center. ___In reading class (guided reading). ___Read aloud to students. ___Other (state):_____

   _____

3. What, if any, follow-up activities were used?_____

   _____

   _____

4. Has any improvement in student attitudes regarding litter been noted following the use of the books (such as cleaner halls, playground, etc.)? ___YES ___NO

   Describe:_____

   _____

5. We will work to obtain funding for printing other basic reading books if we receive documented evidence that classroom teachers want such books. Therefore, please check (or list preferred topics) topics on environmental, energy or economics which you feel should be covered in a basic reading booklet such as this one on litter. Also, indicate reading levels where books are needed (perhaps other teachers in your school will contribute their ideas to give us responses from more grade levels).

Possible Topics	Suggested Reading Level
_____Energy Conservation	_____
_____Energy--Specific Topic(s)_____	_____
_____Air and/or _____Water Pollution	_____
_____Hazardous Wastes	_____
_____Solid Waste Disposal	_____
_____Economic Concepts such as:	_____
___Wants/Needs ___Scarcity ___Other	
_____Others:_____	_____

_____

Return to: Helen D. Holmes, Coordinator of Economic, Energy, Environmental and Conservation Education
Arkansas Department of Education
State Education Building
Little Rock, AR 72201

PLEASE RETURN BY MAY 15, 1980

"SARAH CYNTHIA SYLVIA STOUT"

OH, SARAH CYNTHIA SYLVIA STOUT
WOULD NOT TAKE THE GARBAGE OUT,
SHE'D WASH THE DISHES AND SCRUB THE PANS
COOK THE YAMS AND SPICE THE HAMS,
AND THOUGH HER PARENTS WOULD SCREAM AND SHOUT,
SHE SIMPLY WOULD NOT TAKE THE GARBAGE OUT.

AND SO IT PILED UP TO THE CEILING:
COFFEE GROUNDS, POTATO PEELINGS,
BROWN BANANAS AND ROTTEN PEAS,
CHUNKS OF SOUR COTTAGE CHEESE.
IT FILLED THE CAN, IT COVERED THE FLOOR,
IT CRACKED THE WINDOWS AND BLOCKED THE DOOR,
WITH BACON RINDS AND CHICKEN BONES,
DRIPPY ENDS OF ICE CREAM CONES,
PRUNE PITS, PEACH PITS, ORANGE PEEL,
GLOPPY GLUMPS OF COLD OATMEAL,
PIZZA CRUSTS AND WITHERED GREENS,
SOGGY BEANS, AND TANGERINES,
CRUSTS OF BLACK-BURNED BUTTERED TOAST,
GRISLY BITS OF BEEFY ROAST.
THE GARBAGE ROLLED ON DOWN THE HALLS,
IT RAISED THE ROOF, IT BROKE THE WALLS,
I MEAN, GREASY NAPKINS, COOKIE CRUMBS,
BLOBS OF GOOEY BUBBLE GUM,
CELLOPHANE FROM OLD BOLOGNA,
RUBBERY, BLUBBERY MACARONI,
PEANUT BUTTER, CAKE AND DRY
CURDLED MILK, AND CRUSTS OF PIE,
ROTTING MELLONS, DRIED UP MUSTARD,
EGGSHELLS MIXED WITH LEMON CUSTARD,
COLD FRENCH FRIES AND RANCID MEAT,
YELLOWED LUMPS OF CREAM OF WHEAT.

AT LAST THE GARBAGE REACHED SO HIGH
THAT FINALLY IT TOUCHED THE SKY,
AND NONE OF HER FRIENDS WOULD COME TO PLAY
AND ALL THE NEIGHBORS MOVED AWAY;
AND FINALLY, SARAH CYNTHIA STOUT
SAID, "OKAY, I'LL TAKE THE GARBAGE OUT!"

BUT THEN, OF COURSE, IT WAS TOO LATE,
THE GARBAGE REACHED ACROSS THE STATE,
FROM NEW YORK TO THE GOLDEN GATE;
AND THERE IN THE GARBAGE SHE DID HATE
POOR SARAH MET AN AWFUL FATE
THAT I CANNOT RIGHT NOW RELATE
BECAUSE THE HOUR IS MUCH TOO LATE
BUT CHILDREN, REMEMBER SARAH STOUT,
AND ALWAYS TAKE THE GARBAGE OUT.

by Shel Silverstein

1

WORDS

BELOW ARE WORDS FROM THE BOOK "DON'T BE A QUITTER: PICK UP LITTER." ALL THE WORDS HAVE DOUBLE LETTERS IN THE MIDDLE OF THE WORD.

1. WRITE EACH WORD IN A SENTENCE.
2. WRITE YOUR NAME ON THE PAPER. PUT YOUR PAPER IN THE POCKET MARKED "WORDS."
3. PUT A STAR ★ BY YOUR NAME IN THE BOX FOR WORDS ON THE RECORD SHEET.

QUITTER

LITTER

HELLO

FUNNY

BUNNY

TWITTER

2

SPELLING

1. PRACTICE THE WORDS.
2. ASK A FRIEND TO READ THE WORDS TO YOU WHILE YOU WRITE THEM ON A PAPER. WRITE YOUR NAME ON THE PAPER.
3. THEN YOU GIVE THE WORDS TO YOUR FRIEND.
4. CHECK YOUR PAPERS TO SEE IF YOU SPELLED CORRECTLY.
5. MARK YOUR SCORE ON THE RECORD SHEET BESIDE YOUR NAME IN THE SPELLING BOX.
6. PUT YOUR PAPERS IN THE SPELLING POCKET.

LOOK	SOMETIMES
FROG	GUM
BUNNY	PAPER
HOPS	CANS

3

STORY ORDER

1. PUT THE SENTENCES IN ORDER SO THEY ARE LIKE THE BOOK.
2. WRITE THE NUMBERS TO SHOW THE ORDER ON A SMALL PAPER; WRITE YOUR NAME ON THE PAPER.
3. PUT YOUR PAPER IN THE POCKET MARKED "STORY ORDER."
4. PUT A STAR IN THE BOX FOR STORY ORDER BY YOUR NAME ON THE RECORD SHEET.

---

1. AFTER ALL THE CHILDREN HAVE GONE, THE ANIMALS PEEK OUT OF THEIR HOMES.

---

2. HERE COMES A YELLOW BUS; WHAT KIND OF BUS IS IT?

---

3. IF YOU FEEL PROUD YELL OUT LOUD "I AM NOT A QUITTER, I WILL PICK UP LITTER!"

---

4. "LOOK AT THE PAPER AND CANS THAT THE CHILDREN LEFT," SAID FRANCIS. "THIS IS CALLED LITTER. IT IS VERY BAD TO LITTER."

To the Teacher: Cut the strips apart, put in the pocket along with the directions. Answer key: 2-1-4-3.

4

ART

DRAW A PICTURE SHOWING HOW YOU OR YOUR FAMILY HELP KEEP DOWN LITTER.
DRAW A PICTURE OF THE PLACE OUTDOORS THAT YOU MOST LIKE TO BE. BE READY TO TELL WHY YOU LIKE THIS PLACE.
DRAW A PICTURE ABOUT SOMETHING THAT HAPPENED IN THE STORY "DON'T BE A QUITTER: PICK UP LITTER." WRITE A TITLE AT THE TOP OF THE PICTURE.

To the Teacher: Cut these apart so that children in the center may choose which one they want to do. Add your own ideas for art projects to be done independently.

RECORD SHEET

STUDENTS' NAMES	1 WORDS	2 SPELLING	3 STORY ORDER	4 ART

LITTER RESOURCE MATERIALS

Resources for teachers -

Order the following titles from: Educational Servicing Section, National Wildlife Federation, 1412 Sixteenth Street NW, Washington, D. C. 20036

BOTTLES AND CANS--THE STORY OF THE VERMONT DEPOSIT LAW.
History and results of Vermont's beverage container law. Single copy free; additional 30¢ each; 50 or more, 24¢ each; 500 or more 22.5¢ each.

RECYCLING
Information on everyday materials that can be recycled, such as aluminum, glass, paper. Reprinted from Ranger Rick's Nature Magazine. Single copy free; additional 20¢ each; 50 or more 16¢ each.

RECYCLE FOR THE BIRDS
Easy-to-understand description of how throwaways such as empty milk cartons, coffee cans, and bleach bottles can be recycled into bird feeders to help our feathered friends. Reprinted from Ranger Rick's Nature Magazine. Single copy free; additional 15¢ each; 50 or more 12¢ each.

THE ABC'S ABOUT BEVERAGE CONTAINERS
A comprehensive review of the refillables-versus-throwaways controversy, explaining why "bottle bills" are an effective conservation tool. Single copy free; additional 15¢ each; 50 or more 12¢ each.

MC'DONALD'S ECOLOGY AND ENERGY PACK
$3.00 each pack, designed for grades 4-6; 16 activity master dittoes, transparencies of The Food Chain; order from McDonald's Activity Packs, Box 2594, Chicago, IL 60690.

Some of the litter/ecology books for students -

HOW DO THEY GET RID OF IT?
Suzanne Hilton, Westminster, 1970 (library). How man disposes of autos, cans, ships, etc. that cause pollution. Grade 5 up.

LITTER KNIGHT
Syd Hoff, McGray, 1970 (library). Story about a knight who is assigned to collect garbage. Grade K-3. Fiction

WHO CARES? I DO
Munro Leaf, J. B. Lippincott Co., Philadelphia and New York, 1971.

WHERE DOES THE GARBAGE GO?
Paul Showers, Thomas Y. Crowell Co., New York 1974.

THE LORAX
Dr. Seuss, Random, 1971. (library) Story about the avaricious Once-ler, who disregarded the Lorax's advice and chopped down all the Truffula Trees in order to make thousands of Thneeds (which everybody bought and nobody needed). Gr. K-4 (fiction

ABOUT GARBAGE AND STUFF
Ann Zane Shanks, The Viking Press, New York 1973. Using a real family in a direct photographic narrative with accompanying text, the author acquaints her readers with the basic elements of the recycling processes, as well as taking a tough-minded stance on this highly complex issue. Printed on recycled paper, the book will provide solid information for all young people.

LITTER RESOURCE MATERIALS

Ecology and Litter Films -

	Film No.	Grade Level
GARBAGE EXPLOSION, THE Investigates the nature, volume and composition of solid wastes, which include a growing proportion of less destructible paper, metals, plastic and glass. Presents the advantages and disadvantages of current disposal methods and shows possible long range solutions.	6358	J-S
LITTER MONSTER, THE Presents an overview of the litter problem indicating the dollar costs per year to clean up littered areas. Points out that this money could be better used to support medical research or to fund better housing projects. Shows a variety of projects across the nation where young people have recognized the litter problem and are doing something about it.	6794	I-J
LORAX, THE Introduces the Dr. Seuss character known as the Lorax in a fanciful tale with a serious theme--clean up the environment before it's too late.	6597	P
MAN USES AND CHANGES THE LAND Shows that man uses land for food, clothing, shelter and industrial material. Points out that today more than ever man can change the land by enriching soil, building dams and developing new uses for the land, but because land is limited man must choose wisely in planning its use.	1554	I
OUR LAND NEEDS YOUR HELP Blends original songs, natural sounds and narration to describe some of our environmental problems. Follows groups of young people as they explore their environment, clean a polluted stream bed, check and plant trees and collect waste materials that can be recycled and used to make new products.	6520	I-J
RECYCLING IN ACTION Establishes the need for recycling solid waste products in a society of "endless consumption."	6757	J-S
UNCLE SMILEY GOES RECYCLING Introduces the term "recycling" to children and provides information about different recycling possibilities. From The Uncle Smiley Series.	6599	K-I
WORLD IS A BANK, THE Explores some of the ways we can safeguard our wealth of natural resources so that we can enjoy them for many more years.	1710	P-J